



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Endeavor School

3010 OLD LAKE MARY RD

Lake Mary, FL 32746

407-320-3350

[http://www.scps.k12.fl.us/schools/
schoolinfopage.cfm?schoolnumber=0311](http://www.scps.k12.fl.us/schools/schoolinfopage.cfm?schoolnumber=0311)

School Demographics

School Type High School	Title I No	Free and Reduced Lunch Rate <i>[Data Not Available]</i>
Alternative/ESE Center No	Charter School No	Minority Rate <i>[Data Not Available]</i>

School Grades History

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Endeavor School

Principal

Cathy Loyd

School Advisory Council chair

Curtis Thomas

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Joshua Pierce	School Administration Manager
Brett Marshall	Therapy Center Guidance Counselor
Kristi Demeter	Literacy Coach
Tamicka Merthie	Educational Technology Facilitator and Math Department Chair
Debbie James	Science Department Chair
Nancy Poe	Language Arts Department Chair
Curtis Thomas	Social Studies Department Chair
Tracy Wight	Electives Department Chair

District-Level Information

District

Seminole

Superintendent

Dr. Walt Griffin

Date of school board approval of SIP

11/11/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Cathy Loyd (Principal): Joshua Pierce (School Administration Manger): Brett Marshall (Instructional member): Curtis Thomas (Instructional member): Luke Gabrovic (Non-Instructional member): Michelle Shoaff (Instructional member): Sherri Greenlee (Parent): Adriene Lashinski (Parent): Michelle Lawrence (Group Home Director): Patricia Crowley (Parent): Helen Tasch (Parent): Cindy Oviedo (Parent): Charlotte Bentley (Community): Dasha Crowley (Student)

Involvement of the SAC in the development of the SIP

SAC participated in the development of the goals for the SIP and budget.

Activities of the SAC for the upcoming school year

SAC meets monthly to effectively develop the goals and evaluate data needed to successfully create and then implement the plan. SAC, along with monthly meetings, will periodically evaluate the use of SIP on campus and make appropriate changes as needed.

Projected use of school improvement funds, including the amount allocated to each project

The use of School Improvement funds will be decided throughout the year. Each allocation will be presented and voted on by criteria within the SIP.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

1

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Cathy Loyd

Principal

Years as Administrator: 16

Years at Current School: 10

Credentials

Masters in Educational Leadership, B.S in Specific Learning Disabilities and Elementary Education, certified in Emotionally Handicapped (K-12), SLD (K-12), Elem Ed (1-6), Middle Grades Endorsement, Ed Leadership K-12, and School Principal (all levels)

Performance Record

Instructional Coaches

of instructional coaches

1

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Kristi Demeter

Part-time / District-based

Years as Coach: 1

Years at Current School: 10

Areas

Reading/Literacy

Credentials

Certified in Exceptional Student Education (K-12), Reading Endorsement, English for Speakers of Other Languages (esol) Endorsement.

Performance Record

Classroom Teachers

of classroom teachers

26

receiving effective rating or higher

26, 100%

Highly Qualified Teachers

100%

certified in-field

26, 100%

ESOL endorsed

5, 19%

reading endorsed

7, 27%

with advanced degrees

13, 50%

National Board Certified

, 0%

first-year teachers

0, 0%

with 1-5 years of experience

3, 12%

with 6-14 years of experience

13, 50%

with 15 or more years of experience

10, 38%

Education Paraprofessionals

of paraprofessionals

27

Highly Qualified

27, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above

1

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

It is the goal of Seminole County Public Schools to employ highly qualified, certified teachers to teach all of our students. Recruitment is based on school need. Each time a position is advertised we look for qualified applicants for each position. As candidates for positions are reviewed the areas of certification and experience are taken into consideration. References are an essential part of the hiring process to determine past performance. Administration is responsible for hiring staff.

The district has utilized several recruitment strategies to bring highly qualified individuals to our schools by participating in many university job fairs. They also screen individuals who contact SCPS from other states and provide information to schools about these individuals.

The district supports all teachers but especially new teachers with mentoring programs. We also provide in-services and workshops. New teachers with zero years of experience are assigned a one on one mentor. This support is provided beyond the first year.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

Endeavor has a school-wide mentor who works with administration to coordinate all mentoring activities throughout the campus. Teacher's are provided with individual mentor teachers upon being hired at Endeavor. Those "new" teachers also attend the new induction program on campus coordinated by Mrs. Tamicka Merthie. This program introduces teachers to information needed for success within Seminole County as well as at the specific campus, Endeavor. Teachers are paired with each other based on personality, subject area, and by strengths and weaknesses that were self-identified. Teachers will meet with the induction coordinator throughout the year for self-evaluation as well as to gain an understanding of the progression of their relationship with mentor teachers. Whether the new teacher is working with a school-wide mentor, peer teacher, or alternative certification mentor, he or she is working with an individual who has been trained by our county to support the teacher's various needs. Each of these mentor roles are fine-tuned each year based on the feedback from our new teachers the year before.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

Endeavor implements the SWIS (School Wide Information System) data management program that allows our Therapy Center to track all behaviors shown by students on campus. However, Endeavor's students are all classified as ESE; therefore, the process of MTSS is only for the Tier III or above behaviors. Additionally, instructional goals are evaluated using the Marzano iObservation system which is implemented by Principal Cathy Loyd. Teachers also participate in Professional Learning Communities (PLC) where instructional goals and ideas are shared in a collaborative manner geared at maximum teamwork toward instructional goals.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

The leadership team meets on a monthly basis to determine appropriate interventions to be implemented with individual students and/or sub-groups of students. The team also discusses strategies to utilize for implementation of the interventions. These interventions are on a continual evaluations including whether or not to continue, discontinue, or adjust to meet the needs of the students.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The SIP is monitored through monthly meetings that use continual development of SIP goals designed through a living document that implements changes as needed. It is the responsibility of the SAC to make changes to the SIP as needed to benefit both students and the school as a whole. All MTSS interventions are evaluated as needed to measure effectiveness for each student and/or subgroup.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Endeavor's guidance counselors, primarily in the Therapy Center, use two systems to monitor student behavior that effect core performance. Those two programs are EdInsight and SWIS. Both are intended to monitor behaviors by students and provide school officials with data reports of those behaviors. Endeavor also uses the Skyward program to monitor attendance and communicate between school officials and parents.

EdInsight, FCAT, FAA, and Discovery Education are utilized to analyze data to monitor the effectiveness for Reading, Math, and Writing.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

The Endeavor Behavior Management Program is designed to increase appropriate behaviors through a systematic use of rewards (points) and to reduce inappropriate behaviors through the withholding of rewards (points), along with the limited use of a consequence. This system allows for the tracking of behaviors, with the use of Ed Insight and SWIS, to monitor both trends and effectiveness.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year: 5,400

Students are provided academic assistance before school and during daily activity in each of the core academic areas. Students are able to sign up on a weekly basis to receive the extended time for tutoring.

Endeavor uses Summer School as well as daily extended time to allow students to either excel their academic standing or to re-mediate and get caught up for their current student progress.

Strategy Purpose(s)

- Instruction in core academic subjects
- Teacher collaboration, planning and professional development

How is data collected and analyzed to determine the effectiveness of this strategy?

The use of Skyward, Discovery Ed, Ed Insight, and SWIS (behavior data) are all useful in tracking and monitoring behavior, grades, and information data necessary for student success. Endeavor still operates in the summer program as they would in the academic year.

Who is responsible for monitoring implementation of this strategy?

The monitoring belongs to the teachers who participate in the enrichment activities for students.

Teachers keep a portfolio for each student on a weekly basis.

Kristi Demeter, Literacy Coach and Cathy Loyd, Principal meet with each PLC to review student data to determine the progress of each student.

Strategy: Before or After School Program

Minutes added to school year:

Endeavor offers individual and group tutoring during activity time as needed for all individual students. Additionally, we provide a reading program entitled "Reading Buddies" to promote reading development. This program matches a high school student with a middle school student to act as a reading mentor to gain success across the curriculum.

Strategy Purpose(s)

- Instruction in core academic subjects
- Teacher collaboration, planning and professional development

How is data collected and analyzed to determine the effectiveness of this strategy?

High school students will create a "Reading Buddies" portfolio that can be evaluated by our Literacy Coach.

Who is responsible for monitoring implementation of this strategy?

Literacy Coach Kristi Demeter, Principal Cathy Loyd

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Kristi Demeter	Literacy Coach
Amanda Wheeler	Reading teacher
Tracy Wight	Electives Department Chair
Nancy Poe	English Department Chair
Tamicka Merthie	Math Department Chair
Curtis Thomas	Social Studies Department Chair
Debbie James	Science Department Chair
Michelle Shouff	Reading teacher
Scarlette Zaremba	Reading teacher

How the school-based LLT functions

LLT meets periodically to develop plans that are used across curriculum for the entire faculty. Specifically, this team focuses on implementing our literacy plan for horizontal and vertical alignment for multiple curriculum. The literacy plan includes implementation of a school based vocabulary development objectives as well as a grade specific literacy vision from grades 6 through 12.

Major initiatives of the LLT

The role of the literacy leadership team is to evaluate and analyze the literacy progress of all students. Team members will facilitate literacy strategies for students and staff that will result in student academic growth. Those strategies include: school-wide writing program, vocabulary word of the day developed through the PLCs, incorporating reading strategies throughout all content areas, participation in poetry and literacy contests, developing a student forum for literacy and utilizing a common rubric for writing across the disciplines.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

Literacy is central to the life and success of any school. Our vision of literacy reaches beyond reading strategies to incorporate a broader approach that involves students in reading, speaking, writing and habits of thinking as they are practiced in specific disciplines of English language arts, history, math, science, and every content our students encounter. This emphasis on disciplinary knowledge paired with critical thinking skills allows the secondary teacher to give all students the opportunity to engage in sophisticated, challenging academic work. School leaders function as instructional leaders, helping the entire school community function as a community of practice, working in concert to study, develop, share, and learn from state-of-the-art methods for developing literacy skills and capacity.

Endeavor's Literacy Coach, Kristi Demeter, created the Literacy Action Plan for the 2013-2014 school year that includes several goals aimed at developing reading improvement for every student. Included in those goals are:

- 1) To create a sustainable literacy-rich culture, assuring that every student has an equal opportunity for literacy learning.
- 2) To motivate, engage, and help students make meaning of literacy.
- 3) To use data to guide decisions about both intervention support for students who struggle and challenges for students who excel.
- 4) To provide support for staff that gets results, including the promotion of strategies across content areas that will improve student academic performance.

5) To assist in the gathering of knowledge and implementation of Disciplinary Literacy across the content areas, Text Complexity, Common Core state standards, Academic vocabulary and PARCC assessment shifts as well as best practices.

To evaluate this process, observations and meetings will be held by Cathy Loyd (Principal), Joshua Pierce (School Administration Manager) and Kristi Demeter (Literacy Coach) with each individual teacher. We also can track student progress through the use of programs such as Passport to Journey's, Fast Forward and Reading Plus. Additionally we have Discovery Education three times per year that provides directly correlated data to performance on the FCAT assessment.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

Guidance and staff review course requirements for college and vocational readiness needed for each standard diploma option for high school graduation.

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

Each student's IEP team reviews transition assessments for courses necessary to meet their post secondary outcome goals. Students also participate in transition activities during social personal class such as goal setting, effective communication and career planning. Additionally, 12th grade students participate in a transition meeting in the spring semester with Vocational Rehabilitation Representative and/or a college/vocational representative of their choice to assist with the post secondary transition. Counselors meet individually with each student in the 10-12th grade to discuss their college and career options. Additionally they review the students transcript to make certain they are on target to graduate on time.

Strategies for improving student readiness for the public postsecondary level

Endeavor School has improved student readiness for the public postsecondary level by focusing on improving the PERT and SAT/ACT scores of our students. In addition, students are counseled on possible technical/vocational careers, college admissions, and scholarship opportunities such as Bright Futures. There exists a strong relationship between Endeavor School and Seminole State College where students who cannot afford to attend a four year college or want to pursue a vocational education are given the opportunity locally through dual enrollment or after graduation enrollment. Finally, students who score below FCAT level 3 in reading are placed in intensive reading and non-passing English for additional academic intervention and support.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	31%		No	38%
American Indian				
Asian				
Black/African American				
Hispanic	17%		No	25%
White	40%		No	46%
English language learners				
Students with disabilities	31%		No	38%
Economically disadvantaged	29%		No	36%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3		<i>[data excluded for privacy reasons]</i>	15%
Students scoring at or above Achievement Level 4		<i>[data excluded for privacy reasons]</i>	10%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6		<i>[data excluded for privacy reasons]</i>	50%
Students scoring at or above Level 7		<i>[data excluded for privacy reasons]</i>	50%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	26	52%	56%
Students in lowest 25% making learning gains (FCAT 2.0)	12	24%	30%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.		[data excluded for privacy reasons]	19%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5		[data excluded for privacy reasons]	5%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4		[data excluded for privacy reasons]	5%

Area 3: Mathematics**Elementary and Middle School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	30%		No	37%
American Indian				
Asian				
Black/African American				
Hispanic				
White	33%		No	40%
English language learners				
Students with disabilities	30%		No	37%
Economically disadvantaged	30%		No	37%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3		[data excluded for privacy reasons]	7%
Students scoring at or above Achievement Level 4		[data excluded for privacy reasons]	9%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	28	76%	80%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	<i>[data excluded for privacy reasons]</i>		47%

High School Mathematics**Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	30%		No	37%
American Indian				
Asian				
Black/African American				
Hispanic				
White	33%		No	40%
English language learners				
Students with disabilities	30%		No	37%
Economically disadvantaged	30%		No	37%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		50%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		50%

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)	<i>[data excluded for privacy reasons]</i>		30%
Students in lowest 25% making learning gains (EOC)	20	75%	80%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.		<i>[data excluded for privacy reasons]</i>	19%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3		<i>[data excluded for privacy reasons]</i>	31%
Students scoring at or above Achievement Level 4		<i>[data excluded for privacy reasons]</i>	4%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3		<i>[data excluded for privacy reasons]</i>	5%
Students scoring at or above Achievement Level 4		<i>[data excluded for privacy reasons]</i>	5%

Area 4: Science**Biology I End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3		<i>[data excluded for privacy reasons]</i>	38%
Students scoring at or above Achievement Level 4		<i>[data excluded for privacy reasons]</i>	15%

Area 8: Early Warning Systems

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	1	20%	0%
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)	0	0%	50%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	1	20%	50%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	1	20%	25%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

School utilizes the Skyward Family Access Portal with its families on a regular basis. The purpose of the Skyward Family Access Portal is to communicate with parents regarding grades, attendance, and school events. Special announcements can be posted and emails can be sent out via the portal. It is important that we not only encourage parents to sign-up for this tool, but that we also encourage continual usage throughout the year. This technology helps to assist parents in monitoring their student's success at

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Parents will utilize Skyward Family Access Portal	15	16%	20%

Goals Summary

- G1.** Through the implementation of PD provided to reading teachers, Endeavor will increase student proficiency scores by providing teachers the ability to effectively drive instruction using data and intervention tools from online reading programs.
- G2.** Endeavor will use reading interventions based on the diagnostic exams to ensure that all students have learning gains. Students will be assessed quarterly by a teacher who provides resources for skill development towards the deficient fundamental skills.
- G3.** Endeavor's lower quartile students will be motivated to achieve learning gains in specified reading deficiencies. Students will be able to identify their individual goal and participate in tracking progress of their goal.
- G4.** Endeavor, through the implementation of the writing plan, will empower teachers to engage students across the curriculum by encouraging understanding of basic writing structure which will be used to gain higher proficiency of fundamental writing skills.
- G5.** Endeavor will use teacher led tutoring during daily activity periods to increase Math proficiency. This tutoring will include DiscoveryEd with video streaming lessons and iLearn program that give data driven feedback for individual student deficiencies t
- G6.** Endeavor's math department will use the collaborative nature of their PLCs to develop their ability to effectively use the available technology programs to ensure all students receive the remediation needed to achieve learning gains on state assessments.
- G7.** Endeavor's Math department will work in a collaborative nature, PLCs, to target each of the lower quartile students through the use of DiscoveryEd data to ensure each student is receiving the needed remediation to work towards proficiency.

Goals Detail

G1. Through the implementation of PD provided to reading teachers, Endeavor will increase student proficiency scores by providing teachers the ability to effectively drive instruction using data and intervention tools from online reading programs.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

Resources Available to Support the Goal

- Literacy Coach
- Literacy Room
- Reading Classes
- Read Excel
- Reading Plus
- Passport to Reading
- SOAR
- Wonderful Words Program
- Reading Buddies
- Campus Book Clubs

Targeted Barriers to Achieving the Goal

- Lack of training on online reading programs to build teacher knowledge

Plan to Monitor Progress Toward the Goal

Curriculum meetings

Person or Persons Responsible

Loyd, Demeter, Pierce and curriculum representatives

Target Dates or Schedule:

Monthly

Evidence of Completion:

Data provided from online programs towards our targets and stated goal.

G2. Endeavor will use reading interventions based on the diagnostic exams to ensure that all students have learning gains. Students will be assessed quarterly by a teacher who provides resources for skill development towards the deficient fundamental skills.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

Resources Available to Support the Goal

- Literacy Coach
- Literacy Room
- Reading classes
- Read excel
- Reading Plus
- Passport to Reading
- SOAR
- Wonderful Words Program
- Reading Buddies
- Campus Book Clubs

Targeted Barriers to Achieving the Goal

- Lack of fundamental skills

Plan to Monitor Progress Toward the Goal

Administration will work with teachers to make sure the students are progressing towards the goal and that the instruction is targeting the deficiency.

Person or Persons Responsible

Administration, Kristie Demeter, and Reading teachers

Target Dates or Schedule:

Continuous

Evidence of Completion:

Scores on informal assessments will show progress or strategies will need to be evaluated and students will be re-assessed.

G3. Endeavor's lower quartile students will be motivated to achieve learning gains in specified reading deficiencies. Students will be able to identify their individual goal and participate in tracking progress of their goal.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

Resources Available to Support the Goal

- Literacy Coach
- Literacy Room
- Reading classes
- Read excel
- Reading Plus
- Passport to Reading
- SOAR
- Wonderful Words Program
- Reading Buddies
- Campus Book Clubs

Targeted Barriers to Achieving the Goal

- Motivation
- Lack of fundamental skills

Plan to Monitor Progress Toward the Goal

Administration and Literacy Coach will monitor data that is provided from teachers weekly on low quartile student's work in academic vocabulary binders. If the work increases, the incentives are working. If the work remains low or decreases, the incentives may need to be altered or the plan may need to be develop for an individual student.

Person or Persons Responsible

Administration and Literacy Coach with help of curriculum representatives

Target Dates or Schedule:

Continuous

Evidence of Completion:

Data will show an increase in academic binders completed due to incentives for low quartile students.

G4. Endeavor, through the implementation of the writing plan, will empower teachers to engage students across the curriculum by encouraging understanding of basic writing structure which will be used to gain higher proficiency of fundamental writing skills.

Targets Supported

- Writing

Resources Available to Support the Goal

- Resource Room
- Eagle Writes
- Writing across the curriculum
- PD for writing provided by both county and on campus
- Endeavor Writing plan created by Literacy Coach Kristie Demeter

Targeted Barriers to Achieving the Goal

- Understanding the writing process

Plan to Monitor Progress Toward the Goal

Administration will evaluate how each student is doing with the common language and instructional design of writing skills in each classroom.

Person or Persons Responsible

Cathy Loyd through observation and walk throughs of teachers and data analysis with Joshua Pierce, Kristie Demeter and curriculum representatives.

Target Dates or Schedule:

continuous

Evidence of Completion:

Student's proficiency on Eagles Writes should increase or the plan must be reevaluated and redeveloped.

G5. Endeavor will use teacher led tutoring during daily activity periods to increase Math proficiency. This tutoring will include DiscoveryEd with video streaming lessons and iLearn program that give data driven feedback for individual student deficiencies t

Targets Supported

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC

Resources Available to Support the Goal

- DiscoveryEd assessments
- Success maker computer program
- Double block high school CPM classes
- Math data binders
- PLCs
- Ed Insight 9 weeks exam
- Friday activity tutoring

Targeted Barriers to Achieving the Goal

- Fundamental Skills

Plan to Monitor Progress Toward the Goal

The goal will be monitored by administration, curriculum representatives, teachers and students in a collaborative fashion to ensure that all decisions for instruction are driven by available data.

Person or Persons Responsible

Administration, teachers and students

Target Dates or Schedule:

Continuous

Evidence of Completion:

Students assessments will trend upward while teacher instruction, when viewed by administration and instructional support, will be with accurate data as the driving force for decisions.

G6. Endeavor's math department will use the collaborative nature of their PLCs to develop their ability to effectively use the available technology programs to ensure all students receive the remediation needed to achieve learning gains on state assessments.

Targets Supported

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC

Resources Available to Support the Goal

- DiscoveryEd assessment
- Success Maker computer program
- Double block high school CPM classes
- Math data binders
- PLC
- Ed Insight 9 weeks exam
- Activity period tutoring

Targeted Barriers to Achieving the Goal

- Technology understanding by teachers

Plan to Monitor Progress Toward the Goal

Administration will monitor the trainings being made available and encouraging teachers, based on areas of weakness viewed in observations, of those they may need to attend. The teachers will then take that knowledge and apply it to making data based decisions in their classroom to obtain learning gains.

Person or Persons Responsible

Administration through iObservations and informal observations intended for curriculum support

Target Dates or Schedule:

Continuous

Evidence of Completion:

Students will show an upward trend on progress monitoring assessments and teachers will show better knowledge of programs during formal and informal observations from administration.

G7. Endeavor's Math department will work in a collaborative nature, PLCs, to target each of the lower quartile students through the use of DiscoveryEd data to ensure each student is receiving the needed remediation to work towards proficiency.

Targets Supported

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC

Resources Available to Support the Goal

- DiscoveryEd assessments
- Success Maker computer program
- Double block high school CPM
- Math data binders
- PLC
- Ed Insight 9 weeks exam
- Friday activity tutoring
- Liberal Arts math class to review deficient skills

Targeted Barriers to Achieving the Goal

- Understanding how to implement data

Plan to Monitor Progress Toward the Goal

Teachers will track student progress through the use of DiscoveryEd assessments as well as informal classroom assessments using data to support their decisions. Administration will act as a support to guide the teachers will helping them in accurately reading the data for anomalies and possible areas of growth.

Person or Persons Responsible

Teacher and administration

Target Dates or Schedule:

Continuous

Evidence of Completion:

Teachers will be able to track the low quartile student's data to see an upward trend that will be correlated to their individual deficiencies and driving the direction of classroom instruction and development.

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Through the implementation of PD provided to reading teachers, Endeavor will increase student proficiency scores by providing teachers the ability to effectively drive instruction using data and intervention tools from online reading programs.

G1.B7 Lack of training on online reading programs to build teacher knowledge

G1.B7.S1 Reading PLCs will work on common language and direction for how to effectively evaluate online data from reading programs to drive skills and class curriculum; including common instructional planning from the data

Action Step 1

Common language and instructional planning, evaluations in iObservation and instructional support

Person or Persons Responsible

All PLCs, Cathy Loyd, Joshua Pierce

Target Dates or Schedule

Monthly, Continuous, Continuous

Evidence of Completion

Teachers will have a better understanding of how to implement data from the online reading programs and their observed lessons will show progress in that area.

Facilitator:

Joshua Pierce

Participants:

All PLCs

Plan to Monitor Fidelity of Implementation of G1.B7.S1

Evaluations and Instructional Support

Person or Persons Responsible

Loyd, Demeter, and Pierce

Target Dates or Schedule

Continuous

Evidence of Completion

Learning Logs, iObservations and notes from our meetings regarding the progress.

Plan to Monitor Effectiveness of G1.B7.S1

Curriculum meetings to ensure the programs effectiveness

Person or Persons Responsible

Loyd, Demeter, Pierce and curriculum representatives

Target Dates or Schedule

monthly and continuous

Evidence of Completion

Reading data improvements from online programs for students.

G1.B7.S2 Literacy coach will provide trainings geared at implementing data into the instructional design for all classrooms.

Action Step 1

PD for using data in classrooms

Person or Persons Responsible

Kristie Demeter

Target Dates or Schedule

As needed/Continuous

Evidence of Completion

Teachers will submit learning logs of PD and receive points.

Plan to Monitor Fidelity of Implementation of G1.B7.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B7.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G2. Endeavor will use reading interventions based on the diagnostic exams to ensure that all students have learning gains. Students will be assessed quarterly by a teacher who provides resources for skill development towards the deficient fundamental skills.

G2.B4 Lack of fundamental skills

G2.B4.S1 A yearly diagnostic test will provide data to reading teachers on fundamental skills that each individual student is deficient in. Those students will be assessed quarterly for progress of their learning gains. Students will work continuously on several online reading programs that identify strengths and weaknesses while tracking their progress for teachers to adjust curriculum to meet those needs.

Action Step 1

Use to data to drive in class instruction towards deficiencies

Person or Persons Responsible

Reading Teachers, Kristie Demeter, Joshua Pierce and Cathy Loyd

Target Dates or Schedule

Continuous

Evidence of Completion

Students should have increases on quarterly formal assessments as well as development in their informal assessments.

Plan to Monitor Fidelity of Implementation of G2.B4.S1

Administration will monitor the implementation of program through formal and informal walkthroughs ensuring data is driving curriculum. Additionally, teacher lesson plans will be viewed to ensure the same development is evident.

Person or Persons Responsible

Cathy Loyd with support from Joshua Pierce

Target Dates or Schedule

Continuous

Evidence of Completion

Progress of students making learning gains on formal and informal assessments.

Plan to Monitor Effectiveness of G2.B4.S1

Administration and Literacy Coach will ensure teachers are supported on their implementation of data into instruction. Data will also be reviewed periodically to track effectiveness and trends.

Person or Persons Responsible

Cathy Loyd, Joshua Pierce, Kristie Demeter

Target Dates or Schedule

Continuous

Evidence of Completion

Scores on assessments should gain or strategies will be reevaluated.

G3. Endeavor's lower quartile students will be motivated to achieve learning gains in specified reading deficiencies. Students will be able to identify their individual goal and participate in tracking progress of their goal.

G3.B2 Motivation

G3.B2.S1 PLCs will meet and develop an incentive survey to determine effective motivations for lower quartile students. This survey will be administered to students and the results will provide the appropriate incentives. Students will then complete academic vocabulary binders in their homeroom classes. At the end of each month, lower quartile student's who complete these binders will receive a specific incentive based on their survey results.

Action Step 1

Incentives to Lower Quartile Students

Person or Persons Responsible

Kristie Demeter and Home Room Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Students are responding to incentives by doing the academic vocabulary binders.

Plan to Monitor Fidelity of Implementation of G3.B2.S1

Administration will ensure all teachers are encouraging the academic binders and that Mrs. Demeter is providing the incentives.

Person or Persons Responsible

Cathy Loyd, Joshua Pierce

Target Dates or Schedule

Continuous

Evidence of Completion

Students are being provided with incentives that they feel will motivate them.

Plan to Monitor Effectiveness of G3.B2.S1

Teachers will monitor weekly how many low quartile students are completing the vocabulary binders.

Person or Persons Responsible

All teachers supported by Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Data shows that more low quartile students are completing the binders based on the incentives they are being provided.

G4. Endeavor, through the implementation of the writing plan, will empower teachers to engage students across the curriculum by encouraging understanding of basic writing structure which will be used to gain higher proficiency of fundamental writing skills.

G4.B4 Understanding the writing process

G4.B4.S1 Teachers will be given strategies to help students write in all disciplines that is common and reproducible regardless of topic. Those strategies will be developed in monthly PLCs to engage in conversations of best practices in writing instruction and commonality in language as well as methods of instruction. A writing plan will also be implemented in every Language Arts classroom to continue the development while giving students that opportunity to grow as a writer.

Action Step 1

Teachers working on common instruction of writing across the curriculum.

Person or Persons Responsible

All teachers monitored and supported by administration

Target Dates or Schedule

Continuous with monthly PLC meetings

Evidence of Completion

During formal and informal walkthroughs, common language and instruction for writing assignments will be apparent.

Facilitator:

Joshua Pierce

Participants:

All PLCs

Plan to Monitor Fidelity of Implementation of G4.B4.S1

Administration will provide support and structure for the implementation

Person or Persons Responsible

Cathy Loyd, Joshua Pierce and Kristie Demeter

Target Dates or Schedule

Continuous

Evidence of Completion

The implemented strategies will be evaluated by Cathy Loyd and supported by Joshua Pierce and Kristie Demeter

Plan to Monitor Effectiveness of G4.B4.S1

Teachers will communicate when writing lessons are taking place for walk throughs to occur to evaluate the progress of the plan by Cathy Loyd as well as Joshua Pierce and Kristie Demeter. Each teacher will be asked to provide a day in their lesson plans where writing instruction is occurring so that a observation of that process can be established.

Person or Persons Responsible

Cathy Loyd for evaluations and Joshua Pierce/Kristi Demeter for instructional support

Target Dates or Schedule

Continuous

Evidence of Completion

Teachers will have the feedback to strengthen their abilities and instruction for teaching students to gain proficiency.

G5. Endeavor will use teacher led tutoring during daily activity periods to increase Math proficiency. This tutoring will include DiscoveryEd with video streaming lessons and iLearn program that give data driven feedback for individual student deficiencies t

G5.B3 Fundamental Skills

G5.B3.S1 Students will be placed in tutoring during activity periods to gain extra remediation and scaffolding of needed math skills. Students will then use the progress monitoring assessments to track their development while teachers will use DiscoveryEd to supplement lessons for deficiencies. Students will chart and be aware of their progress with the data by keeping Math data binders to reference areas of weakness and receive feedback on successful gains.

Action Step 1

Tutoring and data collection

Person or Persons Responsible

Tamicka Merthie running the tutoring and teachers/students providing remediation from data

Target Dates or Schedule

continuous

Evidence of Completion

Students will have math data binders to track that will be available to teachers for needed remediation.

Plan to Monitor Fidelity of Implementation of G5.B3.S1

Monitored by Administration through formal and informal walkthroughs that provide teachers with data to make instructional changes that benefit each individual student to reach proficiency.

Person or Persons Responsible

Cathy Loyd formal walkthroughs and observations and Joshua Pierce with informal walkthroughs and instructional support.

Target Dates or Schedule

Continuous

Evidence of Completion

Students progress monitored assessment scores should trend upward.

Plan to Monitor Effectiveness of G5.B3.S1

Ensuring teachers and students are aware of deficiencies from data and that instruction is driven with data in mind.

Person or Persons Responsible

Administration, teachers, and students

Target Dates or Schedule

Continuous

Evidence of Completion

Student assessments should trend upward.

G6. Endeavor's math department will use the collaborative nature of their PLCs to develop their ability to effectively use the available technology programs to ensure all students receive the remediation needed to achieve learning gains on state assessments.

G6.B6 Technology understanding by teachers

G6.B6.S1 Math PLCs will work in collaboration to develop their individual skills to effectively use the available technology programs on campus. In addition, they will also receive PD on campus from Tamicka Merthie (ETF and Math Department Chair) to build their technology knowledge.

Action Step 1

PD provided and PLC collaboration

Person or Persons Responsible

Administration, teachers, Tamicka Merthie

Target Dates or Schedule

Monthly

Evidence of Completion

Teachers will show improved technology skills during walkthroughs and informal observations.

Facilitator:

Joshua Pierce

Participants:

Math teachers

Plan to Monitor Fidelity of Implementation of G6.B6.S1

Administration will ensure through learning logs and PLC reflections that the math teachers are receiving appropriate training in these areas.

Person or Persons Responsible

Cathy Loyd and Joshua Pierce

Target Dates or Schedule

As needed

Evidence of Completion

Each type of meeting, PLC and PD will have paperwork that shows what was discussed or implemented.

Plan to Monitor Effectiveness of G6.B6.S1

Administration and teachers will monitor if they are receiving enough trainings and what type(s) are needed for them to successfully drive the needed remediation of instruction.

Person or Persons Responsible

Administration and teachers

Target Dates or Schedule

As needed/Continuous

Evidence of Completion

Staff will meet curriculum representatives that will meet with administration to ensure that the proper pd and training is being pursued. The instruction following these meetings should reflect the training.

G7. Endeavor's Math department will work in a collaborative nature, PLCs, to target each of the lower quartile students through the use of DiscoveryEd data to ensure each student is receiving the needed remediation to work towards proficiency.

G7.B7 Understanding how to implement data

G7.B7.S1 Teachers will work in their PLCs to find strategies to implement for each low quartile student that identifies that student's deficiencies from available data assessments. Teachers will then implement these strategies to target specific areas from data to work on student deficiencies.

Action Step 1

Teachers work to develop new strategies for data driven instruction

Person or Persons Responsible

Teachers in PLCs

Target Dates or Schedule

Continuous

Evidence of Completion

Teachers will be using new strategies and common strategies in all classes.

Facilitator:

Joshua Pierce

Participants:

Math PLCs

Plan to Monitor Fidelity of Implementation of G7.B7.S1

Administration will monitor the new strategies will providing feedback for the strength of each.

Person or Persons Responsible

Cathy Loyd and Joshua Pierce (as a curriculum support)

Target Dates or Schedule

Continuous

Evidence of Completion

Teachers will be using new strategies that are viewable by administration and are correlated to student deficiencies.

Plan to Monitor Effectiveness of G7.B7.S1

Teachers and administration will work to monitor what strategies work and what strategies are not working. This monitoring can be informal or formal by either or both parties.

Person or Persons Responsible

Administration and Math teachers

Target Dates or Schedule

Continuous

Evidence of Completion

Teachers will be trying new, common instructional practices while adjusting to fit each individual low quartile student.

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Endeavor School will coordinate Supplemental Academic Instruction and Exceptional Student Education funds to provide additional academic tutorial and/or intervention time for students in need of remediation. These funding sources are coordinated to maximize the number of students and the amount of services available for academic interventions. In addition, the school district coordinates IDEA funds to provide our school additional paraprofessionals that facilitate small group instruction during the school day. The coordination and integration of these funds and services ensure students are provided the time and support needed to master the standards and improve academic achievement.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Through the implementation of PD provided to reading teachers, Endeavor will increase student proficiency scores by providing teachers the ability to effectively drive instruction using data and intervention tools from online reading programs.

G1.B7 Lack of training on online reading programs to build teacher knowledge

G1.B7.S1 Reading PLCs will work on common language and direction for how to effectively evaluate online data from reading programs to drive skills and class curriculum; including common instructional planning from the data

PD Opportunity 1

Common language and instructional planning, evaluations in iObservation and instructional support

Facilitator

Joshua Pierce

Participants

All PLCs

Target Dates or Schedule

Monthly, Continuous, Continuous

Evidence of Completion

Teachers will have a better understanding of how to implement data from the online reading programs and their observed lessons will show progress in that area.

G4. Endeavor, through the implementation of the writing plan, will empower teachers to engage students across the curriculum by encouraging understanding of basic writing structure which will be used to gain higher proficiency of fundamental writing skills.

G4.B4 Understanding the writing process

G4.B4.S1 Teachers will be given strategies to help students write in all disciplines that is common and reproducible regardless of topic. Those strategies will be developed in monthly PLCs to engage in conversations of best practices in writing instruction and commonality in language as well as methods of instruction. A writing plan will also be implemented in every Language Arts classroom to continue the development while giving students that opportunity to grow as a writer.

PD Opportunity 1

Teachers working on common instruction of writing across the curriculum.

Facilitator

Joshua Pierce

Participants

All PLCs

Target Dates or Schedule

Continuous with monthly PLC meetings

Evidence of Completion

During formal and informal walkthroughs, common language and instruction for writing assignments will be apparent.

G6. Endeavor's math department will use the collaborative nature of their PLCs to develop their ability to effectively use the available technology programs to ensure all students receive the remediation needed to achieve learning gains on state assessments.

G6.B6 Technology understanding by teachers

G6.B6.S1 Math PLCs will work in collaboration to develop their individual skills to effectively use the available technology programs on campus. In addition, they will also receive PD on campus from Tamicka Merthie (ETF and Math Department Chair) to build their technology knowledge.

PD Opportunity 1

PD provided and PLC collaboration

Facilitator

Joshua Pierce

Participants

Math teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Teachers will show improved technology skills during walkthroughs and informal observations.

G7. Endeavor's Math department will work in a collaborative nature, PLCs, to target each of the lower quartile students through the use of DiscoveryEd data to ensure each student is receiving the needed remediation to work towards proficiency.

G7.B7 Understanding how to implement data

G7.B7.S1 Teachers will work in their PLCs to find strategies to implement for each low quartile student that identifies that student's deficiencies from available data assessments. Teachers will then implement these strategies to target specific areas from data to work on student deficiencies.

PD Opportunity 1

Teachers work to develop new strategies for data driven instruction

Facilitator

Joshua Pierce

Participants

Math PLCs

Target Dates or Schedule

Continuous

Evidence of Completion

Teachers will be using new strategies and common strategies in all classes.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
	Total	\$0

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
		\$0
Total		\$0

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G3. Endeavor's lower quartile students will be motivated to achieve learning gains in specified reading deficiencies. Students will be able to identify their individual goal and participate in tracking progress of their goal.

G3.B2 Motivation

G3.B2.S1 PLCs will meet and develop an incentive survey to determine effective motivations for lower quartile students. This survey will be administered to students and the results will provide the appropriate incentives. Students will then complete academic vocabulary binders in their homeroom classes. At the end of each month, lower quartile student's who complete these binders will receive a specific incentive based on their survey results.

Action Step 1

Incentives to Lower Quartile Students

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed